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ABSTRACT

This paper reviews the literature on inclusion of children with emotional and behavioral disorders in regular education classrooms and proposes implementation of an inclusion program at one elementary school in Texas. The literature review covers the following aspects of inclusion: teacher selection and their expectations, professional collaboration, effective teaching behaviors, positive classroom environments, cooperative learning, and reintegration factors (strategies for inclusion). Recommendations are then offered for a proposed program to include emotionally disturbed and behaviorally disordered students in regular second and third grades. These cover the specific school's needs, its location, program participants (12 male students with emotional/behavioral disorders), rationale, and support service. Recommendations for specific project implementation cover selection of regular education teachers, peer-tutoring, parental involvement, techniques for collaborative teaching, and involvement of the "care team." Also discussed are the social skills curriculum, project evaluation, current and planned personnel, and anticipated expenditures. (Contains 49 references.) (DB)

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ADMINISTRATIVE AND TEACHER EFFORTS FOR ELEMENTARY EMOTIONALLY DISTURBED AND BEHAVIORALLY-DISORDERED STUDENTS: A LITERARY REVIEW AND RECOMMENDATIONS FOR AN INCLUSION PROGRAM

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INTRODUCTION

An emerging trend in the field of special education deals with the inclusion of students with severe disabilities in general education classrooms (Sarda, 1993). According to Guetzloe (1993), many criticize the present organization of the school system, however, they suggest that regardless the severity of the handicapping conditions, all handicapped children should be included in regular classrooms. However, according to Shanker (1995), in calling for all disabled children to be placed in regular classrooms, regardless of the severity and nature of their difficulty, full inclusion is replacing one injustice with another. Within the context of education, the term inclusion bears multiple meanings and inferences. As Fuchs and Fuchs (1994) state, "inclusion means different things to people who wish different things from it. For the group that wants least...maintain the status quo. To those who want more, it means...a fundamental reorganization of the teaching and learning process" (p.299).

This type of reform, as discussed by Algozzine, Ysseldyke, Kauffman, and Landrum (1991), could potentially leave students with behavior problems vulnerable to neglect. In plain language, educators and administrators must make a significant effort to find an inclusive solution for each individual child (Rogers, 1993). According to Sapon-Shevin (1995), the inclusion movement will succeed to the extent that it links itself with other ongoing restructuring efforts such as the detracking movement, authentic assessment, site-based management with administrators and teachers and other reforms.

In order to induce successful inclusion, as brought about by current reform, it becomes crucial to look at several obstacles related to the recent trends. These obstacles include teacher attitudes and assumptions (Berryman, 1989; Center, 1993; Center & Wascom, 1987), the process of selecting teachers and their expectations regarding inclusion (Wong, Kauffman, & Lloyd ,1991), along with the desire for

professional collaboration (Cook & Friend,1991).

In the last several decades, personnel in special education have resisted the attempts of consolidation (Kauffman, 1989). Wave after wave of proposals for improvement have washed over the public schools in this century, but few have had much effect on what actually happens in classrooms (Cuban, 1990). However, the research indicates that the current special education practices have not been effective (Rogers, 1993); therefore, the school reform movement is endorsed by advocates pushing for the full inclusion of students with disabilities, even those with emotional problems and behavior disorders (Lewis, Chard, & Scott, 1994).

According to Guetzloe (1993), children with emotional/behavioral disorders are already known to be the least welcome in the regular school program, as candidates for successful inclusion with their normal peers, yet there are those who persist in the movement toward total integration of all children with handicaps. Simple placement in and of itself will not be sufficient to produce successful inclusion for emotionally disturbed or behaviorally-disordered students (Lewis, Chard, & Scott, 1994). Inclusion works when all staff members in the school accept their fair share of responsibility for all the children who live within the school's attendance area (Rogers, 1993). According to Shanker (1995), we need to discard the ideology that inclusion in a regular classroom is the only appropriate placement for a disabled child and get back to the idea of a continuum of placements, based on the nature and severity of the handicap. Therefore, we should make the ability to function in a regular classroom, given the necessary support services, a condition for appropriate placement (Shanker, 1995).

The purpose of this paper was to report on administrative and teacher efforts on behalf of emotionally disturbed and behaviorally-disordered students. To do so, a literary review and recommendations for an inclusion program were provided. For

administrators, these insights can create a sense of security that each and every child is getting an excellent education in the least restrictive environment, while enhancing professional collaboration. For teachers, these insights can ensure appropriate training for implementation of a successful inclusion program by giving them the most current strategies and techniques.

REVIEW OF RELATED LITERATURE

It has been debated that the way teachers perceive the behavior of students effects the interaction between students and teachers (Center & Wascom, 1987). Regarding these perceptions, according to Myles and Simpson (1992), educators were more willing to accept behavioral-disordered students into the regular classroom, contingent on appropriate mainstreaming modifications. In a quantitative study by Berryman (1989), using the Attitudes Toward Mainstreaming Scale (ATMS), a Likert-type, 6-point scale containing a definition of mainstreaming followed by 18 items related to the placement of handicapped students in general classrooms was used. Three hundred and seventy-seven adults at a small city shopping mall were asked questions concerning the effectiveness of mainstreaming handicapped students into the general classroom. With those adults, the least favorable attitudes or assumptions were expressed toward the mainstreaming of students, especially those who had a negative influence on the learning of other students due to their disruptive behaviors. Another conclusion, from a random sample survey of regular educators revealed that inclusion, in its worst scenario, would be viewed as a "dumping" of aggressive students, by special educators, into the regular classroom (Center, 1993). Based on these attitudes and assumptions in society and in educational settings, it becomes important for administrators and other teachers to select the appropriate teachers for inclusion efforts and positive outcomes.

Selecting Teachers and Their Expectations

In the area of selecting teachers for the successful inclusion of emotionally disturbed and behaviorally-disordered students, Wong, Kauffman, and Lloyd (1991), compiled a manual, based on research, to summarize their findings. They used 15 teaching behaviors and classroom conditions identified by Larrivee (1985) to be characteristic of effective teachers of mainstreamed students with handicaps. Contained in the manual was the Student-Teacher Match Form (STM) which was filled out by the special education teacher, after interviewing the regular education teacher and focusing on an important factor for the right match , namely analyzing the type of behavior the teacher was most concerned about in conjunction with the student behavior typically exhibited. Thus, administrators have to be aware of these findings and realize the need to hire accordingly. Therefore, according to Gropper, Kress, Hughes, and Pekich (1969), the issue of teacher manageability, which relates to how easily the behavior responds to the management efforts of the teacher, must be a great concern for the administrator in arranging the placement of emotionally disturbed and behaviorally-disordered students into the regular classroom to achieve successful inclusion. Safran and Safran (1985), for example, found that regular teachers felt they were responsible for controlling the welfare of the larger group, therefore disruptive behaviors were the least acceptable.

There have been many attempts to develop scales for research in this area of teacher tolerance and expectations. Attitudes, expectations, and tolerance levels of emotionally disturbed and behaviorally-disordered students have been assessed primarily by questionnaires, rating scales, and case reports (Safran & Safran, 1985). Therefore, the importance of making the right match to classroom management and discipline, feedback during instruction, instructional appropriateness, and a supportive environment for the special needs student becomes the responsibility of the building

administrator. One example by Walker and Rankin (1983) concluded that the standards, expectations, and tolerance levels teachers had for a student's social behavior became a powerful variable for success in the regular classroom in both behavioral and academic domains. Although there was a need for more empirical investigation in this area (Fuchs, Fuchs, Fernstrom, & Hohn, 1991; Lewis, Chard, & Scott, 1994), a study by Landon and Mesinger (1989) suggested that the expectations and tolerance levels of regular education teachers toward maladaptive behavior, which were often times displayed by emotionally disturbed and behaviorally-disordered children, created a skeptical view toward successful inclusion. Based on this information, the building administrator along with the site-based team should remember when considering inclusion of the emotionally disturbed and behaviorally-disordered student, that regular teachers may not be as concerned with their competence to teach handicapped students as they are with the potential "behavioral contagion effect" of placing disruptive students in the classrooms (Safran & Safran, 1987). Salend and Jones (1983) suggested that a good way to change teacher's negative beliefs towards mainstreaming was to allow regular educators to work with exceptional children and see the positive results of their efforts. Yet to foster such positive attitudes and expectations among regular educators, there must be collaboration between regular classroom teacher, the special education teacher, and the administrator.

Professional Collaboration

Thaler (1980) discusses the importance of this kind of new mainstreaming stemming from the special education teacher, who can sell the advantages of mainstreaming to the regular education teacher. A more effective approach may be to promote attitude change by allowing teachers to overcome the feeling of doubt by actually working with exceptional children and seeing the positive results of their

efforts. Thus, inclusion should be educating special needs' students and emphasizing collaboration by combining regular education and special education resources. According to Saver and Downes (1991), collaborative consultation provides teachers with the assistance they need in dealing with increasingly diverse needs of emotionally disturbed and behaviorally-disordered students when including them into the regular classroom. Saver and Downes also stress that providing sufficient time for teachers to collaborate during the school day validates the importance of the process and strong support from the principal of the school is considered to be a key factor in the success of a collaboration team. Teachers are more likely to believe in collaboration, as a necessity of inclusion, if the principal communicates right from the start, that collaboration is a valued process, and one that is strongly promoted as a means of problem-solving. Therefore, extensive collaboration between and among general and special educators, parents, ancillary personnel, administrators, and community agencies are essential to the success of inclusive programs involving emotionally disturbed and behaviorally-disordered elementary students. In a study conducted by Giangreco, Dennis, Cloninger, Edelman, and Schattman (1993) regular education teachers agreed to mainstreaming, contingent on the guarantee of support services. Emotionally disturbed and behaviorally- disordered students can be better served in the general school program by receiving an necessary services immediately in the home school without an inordinate amount of either paperwork or fanfare. Decisions regarding the provision of related services can be made by a collaborative team and the parents, in a similar vein as the decision to implement pre-referral strategies.

Results from a study conducted by Tiner (1995) also indicated the need for general classroom teachers to receive support in the classroom to maintain positive results with regard to inclusion. Policy changes that should be addressed by the

administrator and the site-based team to ensure successful inclusion of emotionally disturbed and behaviorally-disordered elementary students, include the allocation of funds, teacher certification requirements, and discipline within the school. Over time, the responsibility for making such policy decisions should shift to the home school and community, along with the responsibility for providing educational programs for special needs students. This continuous practice of collaboration, which was defined by Cook and Friend (1991) as the frequent process of sharing expertise knowledge among professionals, usually enhanced the inclusion practices of special needs' children. Thus, faculty, staff, and parents gained a sense of shared responsibility for the youngsters with disabilities as well as their non-disabled peers. Everyone involved with school and children comes to understand that all students are "our kids" in "our neighborhood" or "our community."

Effective Teaching Behaviors

After examining the overall perceptions of these individuals involved in the inclusion process, it becomes critical to discover the means that facilitate the most productive inclusion experience for emotionally disturbed and behaviorally-disordered students. The first important consideration is training teachers to have effective teaching behaviors for mainstreamed students (Larrivee & Algina, 1983). "In-house" teacher training, used in many school districts across the nation, can be conducted using videotapes that show the techniques used by successful teachers in management and instruction of students with emotional and behavioral problems. These types of successful classroom management techniques and affective education should not become or remain "classified information."

In a study conducted by Larrivee and Algina (1983), several suggestions were made. The suggestions for effective teaching behaviors for successful mainstreaming were: provide positive feedback to students; when students answer incorrectly, give

sustaining feedback; refrain from criticizing incorrect student responses; ask questions during instruction to check for student understanding; provide instructional activities and tasks where students can succeed; and provide a supportive environment where there is little transitional or non-instructional wait-time. Thus, it is important for teachers to view their classrooms as a social system where everyone has roles and responsibilities, a different knowledge base, and to build a sense of competence in all students, as reflected in questioning strategies, risk-taking, and classroom participation (Robinson & Magliocca, 1991). The expert teachers have built up a knowledge base of experience over time within the social and physical context of the classroom. These teachers exhibited the ability to guide students to elaborate upon their responses and take risks to ensure early successes.

Another major class of teaching behaviors, according to Robinson and Magliocca (1991), was observed to be related to building a sense of shared purpose. As one teacher stated, "We are here to learn together and work together." There was a consensus among the teachers that the process of building a sense of shared purpose promoted socialization and specific classroom routines that facilitated group and individual accomplishments, which was an important factor of effective inclusion of emotionally disturbed and behaviorally-disordered students.

The level of principal and administrative support and cooperation, according to Bain and Dolbel (1991), also appear to be one of the most significant and commonly identified factors influencing the attitudes of teaching behaviors that foster successful inclusion of emotionally disturbed and behaviorally-disordered students. The successful inclusion of students with emotional and behavioral problems, especially in communities where social behavior is perceived as a serious problem, will require the emergence of a strong set of administrative and community values that promote the progress of competent teaching behaviors for inclusion (Bain & Dolbel, 1991). Along

with already mentioned effective teaching behaviors and outcomes, a positive classroom environment is important to create opportunities for special and regular education students.

Positive Classroom Environments

Effective teachers create a classroom environment conducive to success, where diversity is valued, and no child falls victim to ridicule (Rogers, 1993). They arrange learning environments in which every child has opportunities to lead and to experience successes, and they value diversity because it helps them prepare their students to be capable citizens in a democracy. Rogers also notes that successful administrators create a school climate with personal, prevalent values such as empowerment, self-growth, personal fulfillment, and sense of self-worth.

This overall school environment models, for the faculty and staff members, the importance of creating classrooms conducive to success. Regular educators, administrators, and parents are asked to welcome students who had previously not been given the opportunity to participate in such non-segregated environments. An included classmate can provide several opportunities for growth for the entire class. These opportunities may include: enhanced self esteem from responsibility; better understanding for the range of human experience; role models of good coping skills; and the enrichment of friendships (Rogers, 1993).

The development of all children is enhanced by the extent to which they feel a sense of belonging, caring and community in school through a positive school environment. The classmates of the student with emotional and behavioral problems need to understand the characteristics and behaviors that may be exhibited by this student and possess the social skills necessary to deal with him or her on a daily basis (Kauffman, 1993). Oftentimes, a successful classroom environment can be enhanced by the effective use of cooperative learning among administrators, teachers,

staff, parents, community, and students.

Cooperative Learning

Cooperative learning structures are ones in which students work together in small groups to reach common goals. This organizational format allows for and promotes heterogeneous grouping. Cooperative learning is the most well-documented approach to accommodating heterogeneous groups of learners. The defining characteristic of cooperative learning is positive interdependence and the need for students to be responsible for their own learning as well as the learning of others (Johnson & Johnson, 1975).

Johnson and Johnson (1989) examined more than 800 published studies about cooperative learning. Slavin (1990) published a contemporary analysis of 60 studies examining the achievement outcomes of cooperative learning groups with elementary and secondary students. One major finding of these reviews concluded that students with disabilities are successful in the role of both tutor and tutee. The benefits of cooperative learning, when applied to special needs students in a mainstreamed classroom as described by Beninghof (1993), are as follows: (a) providing a constructive way for students who are different to work together (b) an increase in student motivation (c) higher levels of self-esteem due to more success of shared goals and (d) cooperative learning helps the teacher better meet the diverse needs of students who are heterogeneously-grouped.

The first step for successful inclusion, as stated by Lew, Mesch, Johnson, and Johnson (1986), is to structure learning cooperatively, which allows the emotionally disturbed and behaviorally-disordered students more opportunities to integrate successful friendship networks that enhance their learning. Through effective teaching behaviors (Larrivee & Algina, 1983), establishing a positive classroom environment, and using cooperative learning techniques (Lew, Mesch, Johnson, & Johnson, 1986),

the facilitation of inclusion for the emotionally disturbed and behaviorally-disordered student is more likely to be successful. After these areas have been addressed by the administrator, site-based team, and all personnel involved in the process, then an inclusion program can be implemented with confidence.

Reintegration Factors: Strategies for Inclusion

After establishing techniques to help facilitate a successful inclusion program, it becomes necessary to establish transition strategies for the inclusion of emotionally disturbed and behaviorally-disordered elementary students. The first strategy is to design an appropriate management program for emotionally disturbed and behaviorally-disordered students (Glass, 1992). The three important factors to consider, as defined by Glass (1992), are as follows: (a) consider general classroom management approaches in an effort to prevent problem-behavior from occurring (b) develop frameworks for understanding and managing the problem behaviors of specific students and (c) go beyond seeking compliance to help students develop social and problem-solving skills. At this point, in considering the inclusion process of emotionally disturbed and behaviorally-disordered elementary students, it becomes vital that social skills be a formal part of the instruction process. If students with emotional and behavioral excesses are to be successful in the mainstream, developing appropriate, interpersonal skills and self-control must be high priorities for educators and administrators. After formally teaching social skills, a positive classroom environment, consistent teacher behaviors and expectations, along with administrative support, the integration process is more likely to be successful (Grosenick, George, George, & Lewis, 1991).

Lewis, Chard, and Scott (1994) conclude that social skills usually do not transfer across the treatment setting when including emotionally disturbed and behaviorally-disordered students. They further discuss the fact that teachers

acknowledge the need for social skills to be included in the general curriculum and are willing to teach them, if the appropriate support is available. This idea includes another transition strategy needed for successful inclusion of emotionally disturbed and behaviorally-disordered elementary students, namely the support services (Lewis, Chard, & Scott, 1994). Administrators in all districts must be willing to accept total responsibility for all students in their building and continue to push for the policies to change. In national model-schools, this appears more likely to enhance the overall collaboration of the entire community and to have more local support services available for their students as well.

An important facilitator of the successful inclusion of emotionally disturbed and behaviorally-disordered elementary students is the school counselor (Bruyere, 1986). Bruyere explains that as a facilitator, the school counselor assumes a diverse role including consultant, educator, advocate, as well as counselor in order to facilitate the emotionally disturbed and behaviorally-disordered student's opportunity to experience success in the regular classroom. For example, consultation, education, and support for those who work closely with mainstreamed students are important counselor functions. In several school districts, counselors are in the unique position of initiating and maintaining contact with students, parents, teacher, and administrators, so they have the opportunity not only to coordinate findings and activities of these various professionals, but also to act as advocate for these students.

First, counselors can promote good teacher-student relationships by matching student-to-teacher in terms of teaching styles and personality characteristics. Second, counselors can increase the teachers' sense of adequacy and support by encouraging administrators to give teacher-release time for training and professional collaboration. And third, counselors can establish rapport with parents and students to help in the successful reintegration part of the inclusion methodology (Bruyere, 1986).

If a responsible reintegration of emotionally disturbed and behaviorally-disordered elementary students is going to be successful according to Fuchs, Fuchs, Fernstorm, and Hohn (1991), there must be transenvironmental programing, student-directed intervention, and collaborative consultation on anindividual basis with each student. Anderson-Inman (1984) and her colleagues have developed transenvironmental programming. The crux of this approach focuses on acquisition of skills deemed critical for success in less restrictive settings and the transfer of these skills from training to target environments. A phase of the transenvironmental program is student-directed intervention, which might consist of contracts or monitoring. Another important phase is the collaborative consultation between the special educator, the regular educator, and the administrator. Anderson-Inman and her colleagues, the developers of this programming, feel that when all of the different phases are addressed when mainstreaming a disabled student into the regular classroom, there is an increase in the chance that the experience will be a success for everyone involved.

In summary there are several different factors, noted in this literary review, that effect the implementation of a successful inclusion program for emotionally disturbed and behaviorally-disordered students. Some of these factors include the selection of teachers to match the needs of the student; the expectations and tolerance levels of the teachers in relation to the various behaviors exhibited by the special needs child; professional collaboration; effective teaching behaviors; positive classroom environments; and cooperative learning. Transenvironmental programing was also explored as a means for successful reintegration from the self-contained classroom to the regular classroom.

This authors feel that not only do all of these factors have a bearing on the inclusion of emotionally disturbed and behaviorally-disordered students' success, but

the overall attitude of the administrators, community, and personnel in the local school building as well. Effective school districts foster effective administrators which, in turn, will foster effective teachers and staff members. All of these factors working for the success of the students can help to insure that we have accomplishments with a well organized, inclusion program.

PROCEDURES

The educational process for emotionally disturbed and behaviorally-disordered students becomes difficult and isolated, especially for those children at the elementary level. Given this author's ten years of experience at the elementary level, working with emotionally disturbed and behaviorally- disordered students, their parents, the regular education teachers, and administrators, there is a demanding need to incorporate a structured inclusion program to assist all parties involved in the mainstreaming process.

A comprehensive inclusion program, for example, specific to the needs of emotionally disturbed and behaviorally-disordered elementary students and the faculty and administrators within each school building could help relieve distressors for everyone involved. This process could also create the standards for teacher expectations, professional collaboration, teaching behaviors, positive classroom environments, and cooperative learning strategies to foster the success of mainstreaming.

Considering this urgent need, the next purpose of this paper was to provide recommendations for an inclusion program for these students. In this paper, emotionally disturbed and behaviorally-disordered students at Mullendore Elementary in the Birdville Independent School District in Texas, enrolled in the second and third grade, are the target population for participation in this inclusion program.

There are several areas that need to be addressed in these recommendations for a more successful inclusion program. The importance of the inclusion of emotionally disturbed and behaviorally-disordered students and a few positive outcomes are essential outcomes. For example, how often these included students would need to be in contact with project personnel was addressed.

Another area underscored the need to implement such a program, particularly based on the research of Giangreco and Punam, 1991; Lewis, Chard, and Scott, 1994; Rogers, 1993; Sapon-Shevin, 1995; and Sarda, 1993. Based on this research, the authors considered the necessary personnel and the need for professional collaboration, followed by some positive outcomes and the legality of offering these emotionally disturbed and behaviorally-disordered students the opportunity to learn in the least restrictive environment. Based on this information, the appropriate funds to implement this specific program at Mullendore Elementary were highlighted.

The location intended for the implementation of this program, namely Mullendore Elementary in Birdville ISD in Texas, included the socioeconomic background of the community, size of student population, teacher-student ratios and available classroom space. Another area included the eligibility criteria for those students who would be served. It was necessary to specifically define the students, the method of identification and their grade level.

A rationale for this inclusion program was based on the research of Fuchs, Fuchs, Fernstorm, and Hohn, 1991; Lewis, Chard, and Scott, 1994; Wang and Baker, 1985, and other experts. Based on this research, the need for personnel was addressed, and the need for the appropriate specialized support within the regular classroom setting. For example, various support services available, were examined. Some of these services are offered by the district while others are from the community.

The community services would be used to help implement the program, without increasing the budget at Mullendore Elementary. The examination of the present and future staff, peer-tutoring suggestions, parental involvement, techniques for collaborative teaching and involvement of the Care Team were also examined. Another area was the social-skills curriculum that would be used in the program. The social-skills curriculum would be used school-wide. Although there is training, there would be additional training of all of the teachers at Mullendore Elementary. This training would be conducted by central office personnel who are certified trainers. Another related area was the present and proposed program evaluation to ensure successful, ongoing implementation.

The personnel needed to implement the program was constructed. Related anticipated expenditures and an itemized budget to show allocation of monies provided the projected salaries of the needed personnel.

RECOMMENDATIONS FOR OUR PROGRAM AT MULLENDORE ELEMENTARY

Since it is the responsibility of the public schools to ensure that all students attending public schools receive a free and public education and are prepared for life and the real world, the same expectation is required for individuals with emotional and behavioral problems. Therefore, as a means of preparing our individuals for a successful education, inclusion with related services available such as speech, transportation, occupational therapy, and counseling are the instructional arrangement of choice. Through inclusion, our students with emotional and behavioral problems have the opportunity to increase their social skills, engage in peer relationships with normal children their own age, and begin preparation toward a life time of learning. We already provide occasions for the students to participate in school-wide events such as assemblies, field day, and school-wide incentive programs. The students are

engaged in social interactions with their regular peers during lunch and physical education as well as specific academic classes throughout the day based on an individual basis. Mullendore's motto is "A lifetime of learning" so therefore our students are presented with opportunities through special guests and programs to learn more about the world around them. Some examples include a recycling program, presentations from various multicultural guests, and different programs from various professionals.

Other additions would be necessary to make our program more successful. For example, participants could be more closely supervised by a special education consultant with the support of the counselor and paraprofessionals whose responsibility is to assist the regular education teacher with any concerns, help implement the social-skills curriculum, serve as the crisis intervention person, and ensure that all related services are received. Currently, the paraprofessional assigned to the self-contained emotionally disturbed and behaviorally-disordered classroom acts as catalyst for the students during shcool-wide events, assists the students on academic modifications, and ensures that appropriate social skills are being displayed by the students during included times. For our expansion efforts, the paraprofessionals would have more time to spend with each included student to meet the individual needs in the regular education setting.

Currently, the counselor at Mullendore Elementary counsels the emotionally disturbed and behaviorally-disordered students in times of crisis, acts as a positive reinforcement for appropriate behavior, and comes once into the special education classroom every other week and conducts a social-skills lesson with the students. With the addition of a full-time counselor, these efforts could be increased to help ensure success for each included student. The speech therapist also conducts a weekly lesson with the students, correlating the curriculum that is being addressed in

the classroom.

At first, the special education consultant will have frequent visits (3-5 per week) with the included student to help ensure the mastery of the objectives and then, as progress is made, the visits will decrease with only periodical checks being made to monitor progress of the student and assist the regular education teacher in specific areas of modification, behavior, or academics. The mainstreamed student will have a minimum of two-hours-a-week contact from the consultant, counselor, or paraprofessional, unless more time is needed.

OUR CAMPUS NEEDS

The acquisition of funding is necessary, if school districts plan to prepare their special needs' children to be successful productive citizens in society. There is a large and continually growing body of research that verifies positive outcomes associated with educational programs in which students with disabilities are routinely involved in learning experiences with their typical peers (Giangreco & Punam, 1991; Lewis, Chard, & Scott, 1994; Rogers, 1993; Sapon-Shevin, 1995; Sarda, 1993) . Since there is no single source that spells out an approach to implementation that is universally followed by schools adopting an inclusive approach to service delivery, it becomes pertinent for the local teachers, parents, other students and administrators to carefully construct a model that will work for their campus which will encompass a great deal of personnel, time, and funding. In order to create a model for the successful inclusion of these students, Mullendore teachers need more time during the day to collaborate and plan for these studetns. There needs to be a full-time counselor, three paraprofessionals, and special education consultant with the administrator, allowing time for collaboration between the program personnel and the regular education teachers as well as cooperation and support from central administration to allow creativity and local building control of funding.

Since the federal government implements mandates for meeting the needs of students who have been identified as emotionally disturbed and behaviorally-disordered, such funding becomes a concern for the local and state education agencies.

The Education for All Handicapped Children Act (PL 94-142), passed in November, 1975, created numerous major changes in our educational system. This law requires that everyone, regardless of handicap, receive a free appropriate education; that each handicapped student be educated in the least restrictive environment; and, that each handicapped student have and individual education plan (IEP) containing learning goals and objectives. Of major concern to regular educators and administrators is the key provision of PL 94-142: mainstreaming which refers to the "maximum extent appropriate, handicapped children are to be educated with children who are not handicapped, i.e., in a mainstreamed environment" (Lietz & Kaiser, 1979, p. 31). Based on this continual concern and the research that endorses the positive outcomes of inclusion, both authors believe that every student, including the emotionally disturbed and behaviorally-disordered, have the right to the chance of participating in the mainstreaming process. At Mullendore, we are currently striving to provide every opportunity possible for our included emotionally disturbed and behaviorally-disordered students by facilitating success with team efforts. However, by adding additional personnel, each student would receive more individual time with an adult, and more professionals could be involved in writing IEP's for the students as well as the opportunity to be included for more activities.

Through such participation, the emotionally disturbed and behaviorally-disordered student acquires the opportunities of appropriate, modeled social- skill behavior, cooperative learning, collaboration, and the opportunity to attend the neighborhood school. An inclusion program for these students also creates

professional collaboration between administrators, parents, and special and regular education teachers.

There are plans for specific requests for some funding for such an inclusion program, to allow the emotionally disturbed and behaviorally-disordered students at Mullendore Elementary more opportunities to become better prepared for life by acquiring appropriate social skills, cooperative learning abilities, and a good sense of collaboration to better equip them for the future. We are accomplishing a great deal of objectives with our emotionally disturbed and behaviorally-disordered students with the support of our building administrator and faculty; however, with the support from additional funding we could expand our creative resources to reach greater success for our special-needs children as well as all of the students at Mullendore.

OUR CAMPUS LOCATION

This inclusion program is in the initial implementation stages at Mullendore Elementary in Birdville ISD. The school is located in a lower to middle socioeconomic area with a supportive community. There are approximately 375 to 400 students enrolled at the school grades kindergarten to fifth. The student-teacher ratios in second and third grade are as follows: 16:1, 17:1., in the second grade and 18:1, 19:1 in the third grade. With expansion efforts, the classroom that has been used to house the self-contained special education classroom would be used by the consultant and paraprofessionals while the counselor has his or her own office. This space is available and has already been approved by the administrator.

OUR CAMPUS PARTICIPANTS

At this date, inclusion participants include 12 male students enrolled in special education at the Mullendore campus. Their instructional arrangement will be identified as self-contained. These twelve males have been assessed by the diagnostician and school psychologist and categorized as emotionally disturbed and behaviorally-

disordered, with some of them having been identified with learning disabilities. They will be in the second or third grade, according to chronological age, not academic ability.

RATIONALE FOR OUR CAMPUS

Researchers and practitioners alike have called for the delivery of special education services in regular classes as preferred practice. In fact, "pull-out" approaches to providing segregated special education generally have come to be viewed as an acceptable option, only when alternative approaches attempted in regular classes with the support of all needed personnel, curricula, equipment, and related services have been found to be ineffective or unfeasible (Wang & Baker, 1985). In order to ensure that every alternative has been tried at Mullendore, all of our special education referrals are screened by the Care Team. This allows for professional collaboration which enhances the decisions which are made for each individual student. This process also involves the Mullendore parents, because after screening, the parents meet with the Care Team to discuss the needs of their child and the appropriate means to accomplish our goals.

There is increasing sentiment that too many pupils are being placed in special education (Fuchs, Fuchs, Fernstrom, & Hohn, 1991). Since the U.S. Department of Education's first child count in 1976-1977, the number of students served under the Education for All Handicapped Children Act has grown each year, with an increase of 712,688 children (16%) from 1976-1977 to 1986-1987 (see U.S. Department of Education, 1988, Table 1, p. 4). With these statistics, these authors feel that the need to create an inclusion program for emotionally disturbed and behaviorally-disordered students should be a great priority for any public school system.

According to Lewis, Chard, and Scott (1994), the decision to place a child with

disabilities in any setting should be a team decision, based on the child's individual needs and, if a multidisciplinary team determines that a child with emotional or behavioral problems should be educated within a general education setting, assurances must be provide to deliver appropriate, specialized support within that setting. Therefore, a successful inclusion program must encompass the necessary personnel to deliver the appropriate, related services to the handicapped student in the regular classroom setting.

SUPPORT SERVICES AT OUR CAMPUS

There are various support services offered by the district such as speech, transportation, occupational therapy, support groups, and counseling from a counselor employed by the district. The first author will be designing a pamphlet to inform the parents of the participants of the community resources available outside of the district's efforts and resources.

Mullendore Elementary already has a business partner, Larry Arnold Insurance Agency. It is quite probable that he will allow employees from his business to volunteer as tutors/aides for this particular program. This would also be release time from their jobs with pay, to assist the mainstreamed students participating in this program. Thus, this is a service area that would be community-based and not be an additional expense to the program.

PROJECT IMPLEMENTATION AT OUR CAMPUS

Areas addressed in program implementation include the examination of the staff, peer-tutoring suggestions, parental involvement, techniques for collaborative teaching and involvement of the care team, which is already established in the inclusion program.

* **Selection of regular education teachers**

The examination of regular education teachers that will participate in the

program was based on the criteria of teaching experience, attitudes towards inclusion of emotionally disturbed and behaviorally-disordered students, expectations, and teaching behaviors. Currently, a large majority of our teachers are veteran teachers who overall exhibit the positive attitudes needed to deal with the included students. However, with additional time to collaborate and exchange ideas about these students, each teacher would see improvement in his or her ability to meet the needs of the included students.

* **Peer-tutoring suggestions**

Peer-tutoring can increase learning for both the tutor and the student, increase self-esteem, and allow greater flexibility of time for the teacher. With this in mind, the authors feel that peer-tutoring is an important facet of inclusion. However, when dealing with emotionally disturbed and behaviorally-disordered students these benefits only come when the peer-tutoring program is structured and implemented effectively. Therefore, several components will be used when considering peer-tutoring as an option in the inclusion process of these emotionally disturbed and behaviorally-disordered students (Beninghof, 1993). The first component is recruitment and selection. In our school, we feel that certain questions should be addressed. Is the student willing to participate? Does the student follow teacher directions well? Does the student have the skill or knowledge base necessary to teach another student? Does the student have the time to tutor, without distracting from other school objectives? Will there be an effective match between the two students' personalities?

The second component is training. In our school, we feel that certain questions should be addressed, based on good instructional techniques for the tutor to follow. For example, how does one hold the student's interest? How does one orient the student to the lesson or activity? How does one offer the least intrusive prompts first

before moving to greater amounts of help? How does one offer simple directions? How does one reinforce correct responses from the student? How does one correct incorrect responses? After covering these basic instructional principles, the teacher can then teach the tutor specific strategies for working with a specific student, and specific strategies for teaching specific materials or skills.

The last component involves designing and implementing a system for ongoing monitoring and evaluation of student progress and of the tutoring relationship. Both of these components are important because it can happen that the student will be learning, but that the relationship between the tutor and the student is not as positive as it should be to promote social skills. Several methods may be used to monitor and evaluate peer-tutoring. For example, observations, spot-checks, and interviews of both students should be conducted, as needed.

* **Parental involvement**

At Mullendore, our parents are involved and believe in communication between school and home. All of our parents currently participate in daily journals for their children. This is a notebook that contains documentation for the students' behavior, academics, or school events on a daily basis. In the near future, this notebook could be filled out by one of the paraprofessionals collaboratively with the regular education teacher and assistance by the consultant or counselor, if needed. In addition, there will be monthly meetings with the participants' parents conducted by the administrator, consultant, counselor, and regular education teachers. The purpose of these meetings will be to address any parent or school concerns regarding the students.

* **Collaborative teaching**

The program's success depends on the ability of the administrator, parents, counselor, special education teacher, and regular education teacher to plan and implement the program collaboratively. At Mullendore, the building principal Mr. John

Fanning presently strives to collaborate with the parents, students, and teachers on a daily basis. He has an open-door policy and depends on the site-based, decision-making team to make important decisions effecting the entire school. Any administrator will need to allow more time for teachers to collaborate during the school day. This will occur when needed or on a once-a-week basis, while the paraprofessional takes over the class for the regular education teacher. In order for the planning and implementation of inclusion to be collaborative, we will follow some explicit characteristics, as defined in 1990 by Cook and Friend. The team will have a mutual goal that is stated at every meeting, the participation in the project will be voluntary, and each member of the team will have equally valued personal or professional resources to contribute. In addition, they will share resources, decision-making power, authority, and accountability for the outcomes of the program. In addition to having the above components in place, experience has shown that when the roles and responsibilities of the teachers are clearly defined, collaborative teaching is more successful (Bauwens, Hourcade, & Friend, 1989).

* **Involvement of Care Team**

Mullendore Elementary already has a Care Team established. Currently the team consists of the counselor, four regular education teachers, one special education teacher (the first author of this paper), and two parents. Their current responsibilities consist of screening for special education referrals, monitoring of at-risk students that are not serviced in special education, and support for TAAS remediation.

The Care Team will assign an adult mentor to each included emotionally disturbed or behaviorally-disordered student. This mentor will do various activities with the inclusion student to help ensure success. For example, he or she will meet at least once a week with the student for at least 15 minutes to talk about school, home or anything the student feels is important. He or she will know the student by name,

therefore he or she can greet him in the hallways, eat lunch with him, or be used as a reward for behavioral or academic accomplishments in the classroom. This is another means of support that is already in place at our school and therefore will not impact the budget for this program.

SOCIAL-SKILLS CURRICULUM AND OUR NEEDS

Currently with the support of the counselor, in cooperation with the special education teacher basic social skill lessons are taught. The special education teacher uses various techniques to teach social skills in the classroom, including role playing, games, and conversation time between the students. The formal social-skills curriculum that will be used is Boys Town. All regular education teachers, the special education consultant, the counselor, paraprofessionals and the administrator will be trained by central office administrators that are certified trainers. Therefore, the social-skills curriculum will be used by every teacher in the building with every student. The building administrator, along with these authors, believe that this will not only be of great benefit to the included emotionally disturbed and behaviorally-disordered students, but every student in the building. By training all of the faculty and staff members and implementing the curriculum school-wide, everyone has a shared responsibility and the included students do not feel singled out with a different approach. We also feel that this effort will improve discipline among the entire school population. Since the training will be conducted by district employees, this will not impact the budget and the teachers will receive workshop credit for the time that can be used at a later day for time off with pay.

PROJECT EVALUATION

Although the evaluation at Mullendore is rather informal, the principal and special education teacher often discuss different aspects of current inclusion efforts and offer each other suggestions for improvements. In order to determine if the

ongoing development of this inclusion program for emotionally disturbed and behaviorally-disordered students was important, there will be several issues addressed after one year of program implementation. First, we will analyze how many of our students were successful for the entire year based on their ability to stay in the program and not be serviced by the self-contained classroom. Second, each student in the building that participated (regular and special education) will fill out a questionnaire (statements with Likert scale) to express their attitudes about the year-long experience. Third, we will ask each participating professional to complete a similar survey concerning the program and ask for any suggestions to improve the program for the following year. Finally, we will have the parents to express their satisfaction or dissatisfaction though the participation of a similar survey.

After gathering and compiling all of this related information, the administrator, counselor, special education consultant, regular education teachers that participated, and paraprofessionals will collaboratively make changes for the program for the following year.

PROJECT PERSONNEL FOR OUR CAMPUS: PRESENT AND FUTURE

Currently at Mullendore, everyone is willing to help in the inclusion efforts of our emotionally disturbed and behaviorally-disordered students. However, we only have a part-time counselor, who is at our school two days a week. This leaves our students one less support person in a time of crises, when she is not available. The special education teacher acts as a facilitator between the regular education classroom and the included student which leaves non-included students vulnerable as well. A more effective inclusion program for our emotionally disturbed and behaviorally-disordered students would consist of a full-time counselor (in addition to the part-time counselor already assigned to the campus), a special education consultant, and three

paraprofessionals. These individuals would be assigned specific responsibilities of serving the students and fulfilling the program requirements.

Title:	Counselor
Educational Requirements:	The same as stated by district policy requirements.
Professional Experiences:	This individual will need at least three years of experience as an elementary counselor as well as documented evidence of experience with children having emotional and behavioral problems.
Job Responsibilities:	This individual will be expected to act as a facilitator; serve on the interdisciplinary team; assist teachers; counsel the included students at least twice a month on an individual basis; help implement the social-skills curriculum and peer-tutoring program; serve as a crisis-intervention person; and help parents with related and community services. In addition, he or she assist the special education consultant to meet any other needs of the included students.
Title:	Special Education Consultant
Educational Requirements:	A four-year degree in special

	education. A Master's degree in education with Mid-Management certification.
Professional Experiences:	This individual will need at least three years of experience in working with emotionally disturbed and/or behaviorally-disordered elementary children. Supervisory experience is preferred.
Job Responsibilities:	This individual will be expected to supervise the program and paraprofessionals; act as a facilitator; serve on the interdisciplinary team; meet with parents on a regular basis; assist regular education teachers serve as a crisis-intervention person; and have continuous contact with the included students, as needed.
Title:	Paraprofessionals (3)
Educational Requirements:	High school diploma, some college credits and/or continuing education credits.
Related Experiences:	At least one year of experience in working with emotionally disturbed and/or behaviorally-disordered students.

Job Responsibilities: To work in a one-on-one situation with the included emotionally disturbed and behaviorally-disordered students in the regular classroom setting. This person would be expected to help with academic modifications; help ensure the IEP is being followed; and assist the regular education teacher with any needs concerning the included student. Each paraprofessional would be responsible for four students, while under the supervision of the consultant and any district guidelines for that job.

ANTICIPATED EXPENDITURES AT OUR CAMPUS

At Mullendore, we already employ eighteen regular education teachers, one full-time physical education teacher, one part-time music teacher, two full-time special education teachers, one part-time special education teacher, one part-time counselor, one part-time diagnostician, two full-time special education paraprofessionals, and one building administrator. Anticipated expenses will include the salaries for the personnel identified as necessary for the ongoing development and implementation of our program. The social-skills curriculum training will be conducted by district employees. The business partner will send paid volunteers to assist the included students and participating teachers, and The Care Team will also assist. These three entities are already in place, so they will not be reflected in the budget.

ITEMIZED BUDGET:

This budget will include the expenses of one counselor, one special education consultant, and three paraprofessionals.

Counselor	33,535
Special Education Consultant	34,512
Paraprofessionals (3)	11,331 each
Grand Total	102,040

Note: Birdville ISD salary scales are enclosed, as provided by my principal, Mr. John Fanning.

In order to provide salary for these personnel, a grant proposal and funding would be helpful. However, since we are an exemplary school, we could focus on the paraprofessionals' ability to work with the included students on a daily basis.

CONCLUSIONS

As students with emotional and behavioral problems begin their career, other students, parents, teachers and administrators are faced with an array of issues, mainly where and how their optimum education takes place. These authors want to reiterate that these persons form a powerful team that make important decisions about these special needs students that will impact the rest of their lives.

When analyzing our current educational practices, it appears that there are many options for emotionally disturbed and behaviorally-disordered students. More times than not, however, they end up in a self-contained, special education classroom with little or no chance of successful mainstreaming. An option that is becoming more widespread in today's schools, across the nation, is that of inclusion.

Inclusion of emotionally disturbed and behaviorally-disordered students offers

an excellent opportunity for these children to be included in the regular education classroom, while receiving the appropriate related services to ensure a beneficial education. In order for this process to be triumphant, there are different dimensions that must be explored, examined thoroughly, and practiced consistently by teachers and administrators. According to research, inclusion is an ideal option for the special needs' student, however without the knowledge to be properly implemented, it appears that many administrators, teachers, students, parents, and public schools are fearful of this approach.

According to our literary review and findings, it becomes crucial to look at several factors when considering inclusion as a viable option, before beginning the program. First, the administrator should be aware of teacher expectations before selecting regular education teachers. Then, teaching behaviors that foster success of children with emotional and behavioral problems must be considered. An administrator must be willing to work towards professional collaboration, cooperative learning, and positive learning environments. Finally, a structured reintegration strategy should be in place.

It appears that parents, other students, teachers, and administrators are beginning to see the value of an inclusive program for emotionally disturbed and behaviorally-disordered students. There are several issues that need to be addressed before the reintegration process begins, so it is important to have enough funding available to prepare and support all individuals involved in order to ensure the ongoing success of these students.

Hopefully, this paper provided avenues to explore implementation practices to facilitate the successful inclusion of emotionally disturbed and behaviorally-disordered elementary students. The ongoing training, development, and evaluation of such a

program would be a beginning step to more educational opportunities and positive outcomes for the special-needs student.

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